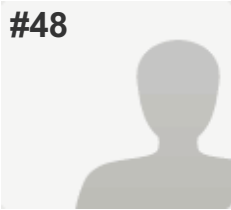**#48**

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, May 23, 2016 10:14:32 AM
Last Modified: Monday, June 06, 2016 11:31:43 AM
Time Spent: Over a week
IP Address: 207.165.16.1

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Q1: **Name of School District:**	Marshalltown Community School District
Q2: **Name of Superintendent**	Dr. Marvin Wade
Q3: **Person Completing this Report**	Dr. Susan Pecinovsky

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Q4: 1a. Local TLC Goal	*Respondent skipped this question*
Q5: 1b. To what extent has this goal been met?	*Respondent skipped this question*
Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	*Respondent skipped this question*
Q7: 2a. Local TLC Goal	*Respondent skipped this question*
Q8: 2b. To what extent has this goal been met?	*Respondent skipped this question*
Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	*Respondent skipped this question*
Q10: 3a. Local TLC Goal	*Respondent skipped this question*
Q11: 3b. To what extent has this goal been met?	*Respondent skipped this question*
Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	*Respondent skipped this question*

Q13: **4a. Local TLC Goal**

Improve student achievement for reading and mathematics by strengthening instruction

Q14: **4b. To what extent has this goal been met?**

(no label)   Somewhat Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Elementary Results: Iowa Assessment 4th Grade
Reading: - 2.37
Mathematics: -2.14

Middle School: Iowa Assessment 8th Grade
Reading: +5.1
Mathematics: -2.3

High School: Iowa Assessment 11th Grade
Reading: -4.5%
Mathematics: -.8

While we showed gains in middle school reading and maintained at the high school in mathematics, there was a 2.37 to 4.5% decline in reading and a 2.14 to 2.3% decline in mathematics.

To better understand this data, we reviewed the FAST Assessment - aReading. From fall to spring students experienced 3.3% growth, which is just short of the state's 4%. For those students who were at benchmark in the fall, there was 3% decline in the spring, which is the same for the state. This data is promising given the proximity to what the state is experiencing and the high percentage of English Language Learners and Free-Reduced Lunch for the district.

We also reviewed the MAP Assessment for the percentage of students scoring above the 40th percentile. For mathematics, at 7th grade we experienced a 9% increase and a 2% increase for 9th grade.   For reading, at 8th grade we experienced a 6% increase and a 4% increase for 9th grade. Again, this data is promising given the complexity and text demands of this assessment.

The district has implemented SIOP as the instructional model to support access to content for all of the learners. While this instructional model is beneficial to all students, this framework is critical for English Learners. This instructional model is in its fourth year of implementation, and for the last two years, the district has worked collaboratively with the Area Education Agency to build leadership capacity at the building principal and instructional coach level to lead this work. A perception survey is conducted pre/post to determine the growth among participants. At this time, the level of confidence to lead this work is a 3-4 out of a possible 4-point scale. Continued support will be provided to ensure high quality implementation.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

Student Engagement - Increase the percent of student engaged in classroom instruction as measured by the Instructional Practices Inventory.

Q17: 5b. To what extent has this goal been met?

(no label)   Somewhat Met

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

With over 2,000 classroom observations throughout the school year, we experienced no increase in the percentage of responses for grades 3-6.   This year we also added the technology component and not collect data using the IPI-T.

The research suggests the typical profile for a high-performing school building would be a score of 90.4% with scores of 3-6. High-performing school buildings have a focus on high-order thinking and student led dialogue with minimal student and/or teacher disengagement.

We have exceeded that finding for the last two years.

Q19: **6a. Local TLC Goal**

Promote professional growth through quality and institutionalization of implementation

Q20: **6b. To what extent has this goal been met?**

(no label)   Somewhat Met

Q21: **6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Implementation of Instructional Models:
Sheltered Instruction - 80% scoring 3 or higher of first 4 components - Sheltered Instruction Reflections of Practice

K-12 Classroom Teachers/Instructional Coaches/Principals:
70% scoring 3 or higher first 4 components

Consistently instructional coaches and principles score 1 point lower than classroom teachers. This supports that coaches and principals have a deeper understanding of sheltered instruction and its implementation as opposed to classroom teachers. Based on fall to spring data, the perception gap is closing as time progresses. If we are able to close the perception gap while increasing the average rates, this is evidence of the ability to building capacity through positions supported by TLC.

Number Sense - 80% or more - Teacher Perception Survey Data
K-6th Grade Teachers - Implementation of Number Sense Strategies
88% of teachers - implemented daily and/or weekly

Computation - Benchmark Assessment - 95% Accuracy

2014-2015   2015-2016
3rd Graders - 73%   3rd Graders - 73%
4th Graders - 83%   4th Graders - 81%
5th Graders - 65%   5th Graders - 62%
6th Graders - 74%   6th Graders - 72%
                                      7th Graders - 54%

Reviewing the data, the team felt the data reflected the following:
Strategies were not implemented by teachers until second semester
Use of technology may be a contributing barrier
Need to continue professional learning around number sense
Investigate protection for 15 minute math fluency block initiated this school year

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Q22: **7. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.**

Recommendation - Adjustments
Reconsider alignment between the benchmark and most current research - IPI Data Collection
Continue to implement plan and monitor progress through both implementation and achievement data

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

Our TLC PD leader is a great resource for me as a principal when designing and implementing effective and meaningful professional development for my staff. We have especially benefitted from support in the area of the AIW Framework (CUD 2.0), SIOP, and data analysis of student progress. - Building Principal

The opportunity to observe other teachers is a great benefit. It shows me how other teachers are using different strategies in their classrooms both for academic purposes and classroom management. I hope that I will continue to have the opportunity to observe my peers in the years to come. - Classroom Teacher

Being able to enter and observe teachers in other content areas has greatly helped me, especially when developing daily objectives. Viewing the visual displays, wording, and differentiation of content and language objectives has helped me to become more consistent in my own classroom. - Classroom Teacher

There is no greater reward than making a positive contribution to our district's educators and students through instructional coaching. - TLC Instructional Coach

I find that I learn as much as a coach in working with model classroom teachers as I help them to think and grow as teachers. If I had a program like TLC fifteen years ago, the trajectory of my learning about teaching and my practice as a teacher would have been meteoric. - TLC Instructional Coach

The TLC work is vital to sustaining and strengthening research based best instructional and curricular practices. It is the right work being done by the right people. - TLC Curriculum/PD Leader

The most important impact TLC has been on the students. Through TLC, I have learned that all students are working toward meeting the same standards and objectives, not all students are performing the same tasks in the same ways to reach that goal. Students are learning different information but will still meet the same learning standards and objectives. TLC has been my most valuable resource, observing and collaborating about various strategies as well as the the integration of 21st century skills. If students aren't learning the way I am teaching, then I need to teach the way they learn. - TLC Model Classroom Teacher

It was probably the collegial conversations that took place as a result of my role as a MCT that impacted me the most. The sharing of ideas and learning from each other is what motivates me to try harder every day.

Being available for other teachers to observe my classroom also helps me hold myself accountable for the S.I.O.P. instructional model. The feedback that I have received from the instructional coaches and the teachers observing helps to verify the effectiveness of my teaching practices. - TLC Model Classroom Teacher

MCT gave me a positive support system for trying new ideas and implementing more SIOP components. It has helped me to regularly and purposefully reflect on how to make changes in my lessons to better serve my students needs. - TLC Model Classroom Teacher

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

 Minimum Salary – The school district will have a minimum salary of $33,500 for all full-time teachers.
,

 Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.
,

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.
,

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.
,

Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.